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ABSTRACT

This subunit on the foreign policy of the USSR is part of one of four resource units in an eleventh grade area studies course. This subunit begins with a list of objectives, the generalizations, skills, and attitudes to be learned in this section. The materials treat the relations of the USSR with other countries and introduce the USSR's split with the Chinese Communists. Pupils should try to analyze alternative courses of action for United States foreign policy in terms of what they have learned about the Soviet Union. A double-page format relates objectives and pertinent content, teaching procedures, and instructional materials. A teacher's guide is SO 006 320. A teacher's supplement for the USSR unit is SO 006 324; other subunits on the USSR are SO 006 325, SO 006 326, and SO 006 327. (Author/KSM)

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Grade Eleven
Unit: U.S.S.R.
Sub-Unit: Foreign Policy of the Soviet Union

RESOURCE UNIT

SO 006 328

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1967

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OBJECTIVES FOR SUB-UNIT ON FOREIGN POLICY OF THE SOVIET UNION

This sub-unit is designed to make progress toward achieving the following:

GENERALIZATIONS

*1. The world is a community of interdependent countries.

*2. The international system may be looked at as a series of power relationships.

*a. Military capacity is an important factor in the development of national power, but not the only or even the dominant one.

*1) Differences in population, resources, and economy may be reflected in differences in national power; that is to say, they are important bases or components of national power.

*2) Military capacity as a means of national power depends on the willingness to use it.

3) Force as a means of national power depends not only on the effective preponderance of force, but on the possibility that its use may alienate the support of other nations.

b. National power may be brought on other nations through many and mechanisms: force, diplo ternational law, internationa zations; the choice among the on the nature of the goal, it the effectiveness of the mean ceptability, etc.

1) The instruments of nationa not mutually exclusive; th diplomatic channels may ha it the possibility of econ tion or force.

*c. Nations may pool their power mon goals in varying systems and combinations.

*1) Conflict may bring togethe unrelated persons and grou tions and temporary associ result from conflict where pragmatic interests of the pants are at stake.

3. Foreign policy considerations ar by ideology, considerations of n self-interest, perceptions of po

*This objective has been taught earlier in the total unit on the U.S.S.R.

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port of other nations.

b. National power may be brought to bear on other nations through many channels and mechanisms: force, diplomacy, international law, international organizations; the choice among them depends on the nature of the goal, its importance, the effectiveness of the means, its acceptability, etc.

1) The instruments of national power are not mutually exclusive; the use of diplomatic channels may have behind it the possibility of economic sanction or force.

*c. Nations may pool their power behind common goals in varying systems of alliances and combinations.

*1) Conflict may bring together otherwise unrelated persons and groups. Coalitions and temporary associations will result from conflict where primarily pragmatic interests of the participants are at stake.

3. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power rela-

has been taught earlier in the total unit on the U.S.S.R.

tionships between countries, expectations about how other nations will act, and domestic problems at home.

*4. Ideologies are important for the structure they give to the political system, the answers they give to ambiguous situations, and the cues for responses they suggest.

*a. Ideologies affect people's perceptions of the facts.

*5. Executive decisions are limited by many factors: permissability, available resources, available time, available information, and previous commitments.

*6. Any decision is in part the product of the internalized values, the perceptions, and the experiences of the persons making the decision.

*7. The decision-maker reacts to pressures from other decision-makers as well as from the outside.

*8. The institutions of government constitute the arenas or the structure within which the authoritative decisions of the political process are made.

*9. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and not seen as related to other issues.

*10. The leader of an organization m to maintain cohesion by focusin tion of the group on external t

a. Dictators may be aggressive build or not to lose support

*11. Political revolutions are usual of multiple causes.

SKILLS

The broad skill toward which teachi timately directed is underlined. A aspect of a skill taught in this su in plain type.

1. Attacks problems in a rational m

a. Considers possible consequenc ternative courses of action.

2. Gathers information.

*a. Interprets cartoons.

3. Evaluates information.

*a. Checks on the bias and compet sources of information.

*b. Identifies basic assumptions.

c. Identifies logical fallacies

*d. Checks for consistency.

*e. Checks on the completeness of

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*10. The leader of an organization may attempt to maintain cohesion by focusing the attention of the group on external threa[redacted]

a. Dictators may be aggressive in order to build or not to lose support at home.

*11. Political revolutions are usually the result of multiple causes.

SKILLS

The broad skill toward which teaching is ultimately directed is underlined. A specific aspect of a skill taught in this sub-unit is in plain type.

1. Attacks problems in a rational manner.

a. Considers possible consequences of alternative courses of action.

2. Gathers information.

*a. Interprets cartoons.

3. Evaluates information.

*a. Checks on the bias and competency of sources of information.

*b. Identifies basic assumptions.

c. Identifies logical fallacies

*d. Checks for consistency.

*e. Checks on the completeness of data.

4. Has a sense of time.

   * a. Looks for relationships among events within one country and within a world-wide time framework.

5. Organizes, and analyzes information and draws conclusions.

   a. Studies data to see if he needs to gather more data before coming to conclusions.

   * b. Generalizes from data.

   c. Having examined the causes of a problem, scrutinizes possible consequences of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects tentative courses of action which seem most likely to prove helpful in achieving desired goals.

ATTITUDES

*1. Is curious about social data.

*2. Is committed to the free examination of social attitudes and data. Searches actively for different points of view and interpretations. Values independent thought.

*3. Supports freedom of thought and expression.

4. Is sceptical of the finali considers generalizations tentative, always subject light of new evidence.

*5. Values objectivity and desi values from affecting his of evidence.

6. Values knowledge for the s as a means of helping man world in which he lives.

*7. Believes that the social s tribute to man's welfare b formation and explanatory which help them achieve th

*8. Evaluates sources of infor

*9. Is sceptical of single-fac causation and is equally s aceas.

*10. Feels a sense of responsib ing informed about current

11. Has a sense of responsibili informed action about prob the nation.

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Values independent

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4. Is sceptical of the finality of knowledge; considers generalizations and theories as tentative, always subject to change in the light of new evidence.

*5. Values objectivity and desires to keep his values from affecting his interpretation of evidence.

6. Values knowledge for the sake of knowledge, as a means of helping man understand the world in which he lives.

*7. Believes that the social sciences can contribute to man's welfare by providing information and explanatory generalizations which help them achieve their goals.

*8. Evaluates sources of information.

*9. Is sceptical of single-factor theories of causation and is equally sceptical of panaceas.

*10. Feels a sense of responsibility for keeping informed about current problems.

11. Has a sense of responsibility for taking informed action about problems confronting the nation.

SUB-UNIT ON FOREIGN POLICY

OBJECTIVES	OUTLINE OF CONTENT
G. The world is a community of inter-dependent countries.	V. Soviet foreign policy is based upon M ideology and practical considerations national interests, as well as upon pe about world affairs and power conflict
A. IS CURIOUS ABOUT SOCIAL DATA.	
G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between	A. Soviet leaders have shown great fl in shifting policies to meet immed lems, although keeping in mind lon goals.

SUB-UNIT ON FOREIGN POLICY

OUTLINE OF CONTENT

community of Inter-
tries.

UT SOCIAL DATA.

V. Soviet foreign policy is based upon Marxian ideology and practical considerations about national interests, as well as upon perceptions about world affairs and power conflicts at home.

considerations are
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relationships between

A. Soviet leaders have shown great flexibility in shifting policies to meet immediate problems, although keeping in mind long-range goals.

TEACHING PROCEDURES

MATERIALS

1. Prepare a bulletin board display on current issues between the U.S. and the U.S.S.R. Refer to it as the class begins this sub-unit. Point out that pupils should try to find out as much as possible about these issues and try to come to tentative conclusions about courses of action at the end of the unit.

2. If newspapers have just carried any account of a dispute between the U.S. and the U.S.S.R., use it to review with pupils the importance of relations between the U.S. and the U.S.S.R.

3. Read aloud quotations from people who differ about the possibilities of peaceful coexistence between the U.S. and the U.S.S.R. for the future. Discuss: At the present time, before you have done any further studying, do you think peaceful coexistence is possible? Why or why not? Do you think it is desirable? Why or why not?

4. Give pupils an overview of how the class will approach the study of foreign relations of the U.S.S.R. Let pupils select activities from a possible list or suggest others on which they wish to work. Particularly, let them help plan which issues they wish to study in more detail.

5. Have pupils read a brief account of Soviet foreign policy before and after World War II in order to obtain an overview of much of this sub-unit. Ask them to try to look for the motives of Soviet leaders for each policy deci-

Petrovich, Sov. 'Uni
ch. 9; Schlesinger
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Petrovich, Sov. Union, ch. 9; Schlesinger and Blustain, Communism, ch. 10; Jacobs, Masks of Communism,

countries, expectations about how other nations will act, and domestic problems at home.

G. Ideologies are important for the structure they give to the political system, the answers they give to ambiguous situations, and the cues for responses they suggest.

1. After the 1917 revolution, the So
leaders expected and encouraged r
in Europe. When these failed, th
to building socialism within one
(the U.S.S.R.) but organized the
to develop communist support with
countries. Following Marxian ide
they failed to support non-commun
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G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

G. The international system may be looked at as a series of power relationships.

2. Following the rise of Hitler to p
Japanese aggression in Manchuria,
leaders switched to a Popular Fro
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1. After the 1917 revolution, the Soviet leaders expected and encouraged revolutions in Europe. When these failed, they turned to building socialism within one country (the U.S.S.R.) but organized the Comintern to develop communist support within other countries. Following Marxian ideology, they failed to support non-communist socialist groups in Germany and Italy.

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2. Following the rise of Hitler to power and Japanese aggression in Manchuria, Soviet leaders switched to a Popular Front strategy. They began to cooperate with liberal and non-communist socialist groups and urged non-facist countries to work together. During this period, Soviet immediate poli-

considerations are
eology, considera-
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sion. Do not discuss at this time.	chs. 9-10; Whiting, Union Today, ch. 12 of Scholastic Book Sov. Union, ch. 9; The U.S. and the So Tenge, ch. 2; world texts.
6. Have pupils read some of the points on which all communist parties agreed when Lenin set up the Comintern. Discuss: How do these tactics to be employed differ from the usual tactics employed by countries in their foreign relations? Which country do you think dominated the Comintern policies? Why?	"Selected Readings Society."
7. Have a pupil report on the way in which the Soviet Union dominated the Comintern and used communist parties elsewhere to serve the interests of the U.S.S.R. Discuss: Were these policies always in the interests of the communist parties in other countries? In the interests of what the communist parties in other countries thought of as the interests of their countries? How could the Soviets relate these policies which favored the U.S.S.R. national interests to the long-range goals of all communists?	Mehlinger, ed., Co Theory and Practic 149; McNeal, Int'l Among Communists,
8. Have a pupil prepare a timeline showing some of the shifts in U.S.S.R. foreign policy. He should place it under the timeline for political events in Western Europe and under the timeline for U.S.S.R. He should add another sketchy timeline on international events in Asia during this period.	See materials for #5.

cuss at this time.	chs. 9-10; Whiting, Sov. Union Today, ch. 12; Editors of Scholastic Book Services, Sov. Union, ch. 9; Platig, The U.S. and the Sov. Challenge, ch. 2; world history texts.
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ort on the way in which the Soviet Union mintern and used communist parties else- he interests of the U.S.S.R.	Mehlinger, ed., Comm. in Theory and Practice, pp. 144-149; McNeal, Int'l. Rel. Among Communists, pp. 7-11.
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4. When Germany attacked the U.S.S.
World War II, the Soviet governm
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though trying to show the relati
tween national self-interest and
of communism, Stalin played upon
istic feelings within the U.S.S.
support for the war effort.

cies were dominated by ideas about national interests and national power, although Marxian ideology still affected their perceptions. The leaders also tried to show how their short-range policies would contribute to long-range goals.

3. In an effort to safeguard the U.S.S.R., Stalin signed a non-aggression pact with Germany in 1939. He hoped the capitalist countries would weaken each other while the Soviet Union stayed out of the war which he was sure would come.

4. When Germany attacked the U.S.S.R. during World War II, the Soviet government shifted once more to a policy of collaboration with the anti-Nazi and fascist countries. Although trying to show the relationship between national self-interest and the goal of communism, Stalin played upon nationalistic feelings within the U.S.S.R. to build support for the war effort.

Have pupils examine timeline. Then discuss: How did events in Europe and Asia affect Soviet foreign relations? How could Soviet leaders justify policy switches, given this ideology?

9. Now discuss what pupils have read about the Nazi-Soviet Pact. Ask: Why do you think Stalin made this pact? Perhaps read aloud quotes from Soviet leaders just before and just after the pact to show the shift in policy.

"Teacher's Supplement Unit on the U.S.S.R."

10. Now remind the class of the Nazi attack on the U.S.S.R. (Use timeline.) Read aloud quotes from Soviet leaders which showed changing attitude toward war and U.S. Discuss: Why did the U.S. aid the Soviet Union which was a communist country?

"Teacher's Supplement Unit on the U.S.S.R."

11. Have pupils read brief excerpts from Stalin's comments on the dissolution of the Comintern. Discuss: Why do you think the Comintern was dissolved?

"Selected Readings on Society."

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- Checks on the bias and competency of sources of information.

- IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION.

- Generalizes from data.

5. During and just after World War II, the U.S.S.R. seized control of Eastern European countries and set up a system of Soviet ellites. This expansion was produced and vated by both ideological factors and factors related to national self-interest.

- IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION.

- The instruments of national power are not mutually exclusive; the use of diplomatic channels may have behind it the possibility of economic sanction or force.

- IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINT OF VIEW AND INTERPRETATIONS. VALUES INDEPENDENT THOUGHT.

6. Following World War II, a cold war between the Soviet Union and the U.S. its allies. The breakup of the Wartime alliance resulted from a combination of factors including ideological goals, tions, and national interests. The

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5. During and just after World War II, the U.S.S.R. seized control of Eastern European countries and set up a system of Soviet satellites. This expansion was probably motivated by both ideological factors and factors related to national self-interest.

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6. Following World War II, a cold war developed between the Soviet Union and the U.S. and its allies. The breakup of the World War alliance resulted from a combination of factors including ideological goals, perceptions, and national interests. The Soviet

12. Have a pupil examine and report upon Life or Time magazine's treatment of the Soviet Union in 1942 or 1943 compared to its treatment of the U.S.S.R. today. He should also analyze the ways the magazine shows bias.

13. Project a map showing Soviet expansion into Eastern Europe during and after World War II. Discuss: Why do you think the Soviet Union wished these countries? How do Soviet expansionist policies in Eastern Europe compare with those of Tsarist Russia?

Whiting, Sov. Union
pp. 303-308; Setson
From Lenin to Khrus
ch. 10. For map, s
of Platig, The U.S.
Soviet Challenge, o
An Atlas of World A
Isenberg, Eastern E
p. 24.

14. Have two good students read and present a panel report on the communist take-over in Czechoslovakia. They should begin by reading a brief summary such as that in Isenberg and should then read the case study in Gyorgy and Gibbs and try to answer the questions raised in the introduction to the case study.

When presenting the panel to class, one of the students should summarize or give pupils a written summary ahead of time about the events which took place. The two pupils should then discuss the case in terms of the questions raised in the introduction to the Gyorgy and Gibbs case study.

Isenberg, Eastern E
pp. 61-65;
Gyorgy & Gibbs, Pro
Int'l. Relations, p
Use Reader's Guide.

15. Read aloud excerpts from Snow's description of how the U.S. immediate post World War II policy looked to the average citizen of the U.S.S.R., given his perceptions of the U.S., his Marxian ideology, and the censorship of news in the U.S.S.R. The pupil should report on Snow as a source of information.

Snow, Stalin Must H
ch. 2.

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Whiting, Sov. Union Today, pp. 303-308; Setson-Watson, From Lenin to Khrushchev, ch. 10. For map, see p. 46 of Platig, The U.S. and the Soviet Challenge, or Boyd, An Atlas of World Affairs or Isenberg, Eastern Europe, p. 24.

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Isenberg, Eastern Europe, pp. 61-65;
Gyorgy & Gibbs, Problems in Int'l. Relations, pp. 18-34, Use Reader's Guide.

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s Marxian ideology, and the censorship
U.S.S.R. The pupil should report on Snow
information.

Snow, Stalin Must Have Peace, ch. 2.

A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

Union became one of the two grea
in the world in terms of nation

S. Generalizes from data,

A. IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

G. Nations have at their command various instruments of national power, and choice among them depends on the nature of the goal, its importance, the effectiveness of the means, its acceptability,

A. IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION IN THE SOCIAL SCIENCES AND IS EQUALLY SCEPTICAL OF PANACEAS.

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Union became one of the two great powers in the world in terms of national power.

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Discuss: Does Snow's description make sense in terms of how Soviet citizens would perceive U.S. actions? Tell pupils that authors who wrote such material presenting the Soviet point of view frequently came under attack in the U.S. Discuss: Do you think it wise to let people present such ideas to the American public?

16. Remind pupils of their earlier reading. What did the Soviets substitute for the Comintern after World War II? Now have a pupil report on the tactics of the Cominform. How did these tactics compare with those of the Comintern? How would such tactics affect U.S. attitudes toward the U.S.S.R.?

Mehlinger, ed., Comm. Theory and Practice, 172, 202-205, McNeal, Int'l. Rel. A munists, pp. 54-58.

17. Have pupils use their notes on reading (activity 5) to list on the board some of the crises in the Cold War prior to the Korean War. For each crisis, discuss: What were the points at issue? What factors affected Soviet policy? American policy? What mechanisms did the Soviets and the U.S. use to bring their power to bear to settle the issue? What had happened to the relative status of Soviet power in international affairs?

18. Have several good students present a panel discussion of the Korean Conflict: Causes & Attempts to end Aggression. They should use the case study in Gyorgy and Gibbs as

Gyorgy & Gibbs, Probl Int'l. Rel., pp. 325- Snyder et.al., Foreig

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power in International affairs?

students present a panel discussion of
ict: Causes & Attempts to end Aggression.
he case study in Gyorgy and Gibbs as

Gyorgy & Gibbs, Problems in Int'l. Rel., pp. 325-340; Snyder et.al., Foreign Policy

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

G. Executive decisions are limited by many factors: permissability, available resources, available time, available information, and previous commitments.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

G. Conflict may bring together otherwise unrelated persons and groups. Coalitions and temporary associations will result from conflict where primarily pragmatic interests of the participants are at stake.

A. IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION IN THE SOCIAL SCIENCES AND IS EQUALLY SCEPTICAL OF PANACEAS.

G. Political revolutions are usually the result of multiple causes.

7. The 1950's were marked by attempts b
ern European satellites to win more
over their own affairs. The Soviet
was forced to compromise in several
tions, but it put down the revolt in
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7. The 1950's were marked by attempts by Eastern European satellites to win more control over their own affairs. The Soviet Union was forced to compromise in several situations, but it put down the revolt in Hungary with great force.

well as analysis by Snyder. In presenting the case study, they should analyze the case in terms of the questions raised by Gyorgy and Gibbs in the introduction to the case study. They should also analyze the factors considered by Snyder in his discussion of Truman's decision to intervene.

Or have all members of the class read about Korean conflict in various history texts. Several good students might use the Gyorgy and Gibbs and the Snyder reference.

Decision Making, p
249.

19. Have pupils read about Tito's break with the Soviet Union and present-day Titoism and its influence, then discuss: What differences did Tito have with the Soviet Union which led to the break? How did Soviet policies toward Tito shift? Why? Why was Tito able to win more independence from the Soviet Union than the other Eastern European countries? What effects did Tito's actions have on other Eastern European countries? What policy has the U.S. followed in its relations with Tito since the first break? How can you explain such a policy given the fact that Tito is a communist?

Int'l. Rel, Eastern
pp. 124-130; L., Fi
turn to Russia, ch
Ellinger, ed., Comm.
and Practice, pp.
McNeal, Int'l. Rel
Communists, pp. 58
102-104; Schwartz,
ix, pp. 304-309, 3
352, 360-361.

20. Have several pupils present a panel report on the 1953 uprising in East Germany. They should use the case study in Gyorgy and Gibbs as well as other references. When presenting the case to the class, they should give pupils a brief summary of events and then analyze the case in terms of the questions raised in the introduction to the Gyorgy and Gibbs case study.

Gyorgy & Gibbs, Pr
Int'l. Rel, pp. 47
Kehlinger, ed., Co
Theory and Practic
195.

by Snyder. In presenting the case ld analyze the case in terms of the by Gyorgy and Gibbs in the introduc- study. They should also analyze the ed by Snyder in his discussion of n to intervene.	Decision Making, pp. 206-249.
ers of the class read about Korean con- history texts. Several good students orgy and Gibbs and the Snyder reference.	
about Tito's break with the Soviet t-day Titoism and its influence. What ifferences did Tito have with the Soviet to the break? How did Soviet policies t? Why? Why was Tito able to win more m the Soviet Union than the other East- ntries? What effects did Tito's actions stern European countries? What policy llowed in its relations with Tito since ? How can you explain such a policy giv- : Tito is a communist?	Ionescu, Eastern Europe, pp. 124-130; L. Fischer, Return to Russia, ch. 11; Mehlinger, ed., Comm. in Theory and Practice, pp. 172-186; McNeal, Int'l. Relations Among Communists, pp. 68, 85-87, 102-104; Schwartz, Red Phoenix, pp. 304-309, 313-323, 349-352, 360-361.
pils present a panel report on the 1953 Germany. They should use the case and Gibbs as well as other references. the case to the class, they should give summary of events and then analyze the f the questions raised in the introduc- rgy and Gibbs case study.	Gyorgy & Gibbs, Prob's. in Int'l. Rel, pp, 47-65; Mehlinger, ed., Comm. in Theory and Practice, pp. 190-195.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

S. Checks on the bias and competency of authors.

21. Have a pupil pretend that he is an American diplomat to Poland at the time of the 1956 uprising. He should prepare a written report to the Secretary of State summarizing his conclusions about the causes and results.

    Or have several pupils role-play an interview between an American newspaper reporter and a U.S. diplomat to Poland at the time of the revolt. They should discuss causes, events, and results.

    Isenberg, Eastern Euro
    pp. 44-47.
    Fischer, Return to Rus
    chs. 14-17.

22. Have several pupils present a panel discussion on the Hungarian Revolt of 1956. They should use the case study in Gyorgy and Gibbs as well as other sources. In presenting the panel, they should summarize the events leading up to the revolt and what the Soviets did. Then they should analyze the case in terms of the questions raised in the introduction to the Gyorgy and Gibbs case study. They should also evaluate sources in terms of bias and competence.
    Or several pupils might role-play a discussion between Michener who went to Europe to investigate the plight of the Hungarian refugees and Fischer who has analyzed the revolt, or some other news correspondant or a reporter back home. They should analyze causes, discuss events, and speculate about results and U.S. policies.

    Gyorgy & Gibbs, pp. 6
    Mehlinger, Readings,
    84; L. Fischer, Retur
    Russia, chs. 18-22; M
    Bridge at Andau; use
    Guide;
    Isenberg, Eastern Euro
    67-71, 79; Schwartz,
    Faces of Communism, p

etend that he is an American diplomat to me of the 1956 uprising. He should pre- report to the Secretary of State summar- sions about the causes and results.	Isenberg, Eastern Europe, pp. 44-47. Fischer, Return to Russia, chs. 14-17.
pupils role-play an interview between an per reporter and a U.S. diplomat to Poland the revolt. They should discuss causes, lts.	
pils present a panel discussion on the of 1956. They should use the case and Gibbs as well as other sources. In panel, they should summarize the events he revolt and what the Soviets did. Then yze the case in terms of the questions troduction to the Gyorgy and Gibbs case ould also evaluate sources in terms of nce. s might role-play a discussion between t to Europe to investigate the plight refugees and Fischer who has analyzed ome other news correspondant or a re- . They should analyze causes, discuss ulate about results and U.S. policies.	Gyorgy & Gibbs, pp. 65-80; Mehlinger, Readings, pp. 176-84; L. Fischer, Return to Russia, chs. 18-22; Michener, Bridge at Andau; use Reader's Guide; Isenberg, Eastern Europe, pp. 67-71, 79; Schwartz, Many Faces of Communism, pp. 41-46.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

8. The Cold War has continued since Stalin's death, although Soviet leaders have vacilated between a policy of peaceful coexistence and a heating up of the cold war in specific crisis situations.

G. Executive decisions are limited by many factors: Permissibility, available resources, available time, available information, and previous commitments.

G. Force as a means of national power depends not only on the effective preponderance of force, but the possibility that its use may alienate the support of other nations.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, ecpectations about how other nations will act, and domestic problems at home.

23. A pupil might prepare a brief dittoed summary of what has happened in Poland and Hungary since the revolts of 1956 and our policies toward the two countries. Have pupils read the summary and then discuss: Did the revolution of 1956 have any long-term effects upon Soviet relations with these countries? Why do you think we are following our present policies toward these countries?

Isenberg, Eastern Eu
pp. 80-81; Swearer a
acker, Contemp. Comm
366-369.

24. Have a pupil prepare a bulletin board display on the Berlin Wall Controversy and the effects of the wall. He should tell the class about the controversy. Discuss: Why do you think the wall was built? Why do you think the U.S. did not try to tear it down?

Isenberg, Eastern Eu
pp. 83-86; Heaps, Wa
Shame.
Use Reader's Guide t
appropriate articles

25. If pupils have not studied the earlier case study on Cuba in the eighth grade course of the P.S.S. curriculum, have a group of students present a panel discussion on the Cuban Quarantine Crisis: Showdown between the U.S. and the U.S.S.R. They should discuss the factors leading up to the crisis and factors influencing foreign policy decision-making in both the U.S. and the Soviet Union. (e.g. How did domestic affairs affect Khrushchev's policies? Kennedy's policies?)

Perhaps use Form A o
8th grade case study
remove the cover shee
identifies the grade

You might also have some of the students engage in appropriate activities modified from the eighth grade course as they study the Cuban crisis.

See the Center's 8th
unit on "The Executiv
Process."

26. A student might prepare an editorial which might have appeared in the Soviet Union during one of the Cold War crises. He should try to show how ideology and other factors are involved in Soviet reactions.

repare a brief dittoed summary of what Poland and Hungary since the revolts of icies toward the two countries. Have summary and then discuss: Did the rev- have any long-term effects upon Soviet hese countries? Why do you think we are resent policies toward these countries?	Isenberg, Eastern Europe, pp. 80-81; Swearer and Longacker, Contemp. Commn., pp. 366-369.
epare a bulletin board display on the troversy and the effects of the wall. He class about the controversy. Discuss: the wall was built? Why do you think try to tear it down?	Isenberg, Eastern Europe, pp. 83-86; Heaps, Wall of Shame. Use Reader's Guide to locate appropriate articles.
ot studied the earlier case study on th grade course of the P.S.S. curricu- p of students present a panel discus- n Quarantine Crisis: Showdown between U.S.S.R. They should discuss the fac- to the crisis and factors influencing ecision-making in both the U.S. and . (e.g. How did domestic affairs af- s policies? Kennedy's policies?)	Perhaps use Form A of the 8th grade case study, but remove the cover sheet which identifies the grade level.
ave some of the students engage in ap- ties modified from the eighth grade tudy the Cuban crisis.	See the Center's 8th grade unit on "The Executive Process."
prepare an editorial which might have Soviet Union during one of the Cold War ld try to show how ideology and other lved in Soviet reactions.	

G. National power may be brought to bear on other nations through many channels and mechanisms: diplomacy, international law, international organizations; the choice among them depends on the nature of the goal, its importance, the effectiveness of the means, its acceptability, etc.

10. During the 1950's and 1960's the international movement has been f conflicts from within the movemen major rift has been between the U and China.

S. Studies data to see if he needs to gather more data before coming to conclusions.

may be brought to bear
ns through many chan-
nisms: diplomacy, in-
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10. During the 1950's and 1960's the communist international movement has been faced with conflicts from within the movement. The major rift has been between the U.S.S.R. and China.

o see if he needs to
ta before coming to

27. Have a pupil prepare a chart to illustrate changes in Soviet foreign policy since 1917.

28. Have a symposium in which pupils present brief reports on kinds of activities which Soviet Union has carried on to spread communism in countries outside of Soviet zone (e.g. France and Italy, S.E. Asia, Japan, India, Africa, Latin America).

Seton - Watson, From to Khrushchev, chs. Swearer and Longaker temp. Comm. pp. 246 343-59, 370-74; Schw Many Faces of Commun pp. 54-65.

29. Have pupils read about ways in which the Soviet Union has used trade policies and foreign aid to win support of governments in some of the underdeveloped countries. Discuss: How do U.S.S.R. and U.S. attempts at using trade and aid differ? How are they similar? Does the U.S. or the Soviet Union seem to be making the greatest headway?

Swearingen, World of munism, pp. 178-182; Making Foreign Polic Nuclear Age, #2, pp. (U.S. aid); Platig, The Soviet Challenge 43; Schwartz, Red Ph pp. 249-251, 260-262 Decisions 1964, pp.

30. Read aloud a quotation from Khrushchev to the effect that there could be no disagreement with the Communist Party of China. Discuss: Why did he make such a statement when rumors were abroad about a possible rift? What concession does he make to communist parties in other countries?

"Teacher's Supplemen Unit on U.S.S.R."

31. Have pupils list a series of disputes which have arisen within the communist world. (They should base this list on a study of newspapers and magazines for several weeks

Mosely, Sov. Union S Khrushchev, pp. 46-5 (outside of China),

repare a chart to illustrate changes in policy since 1917.

um in which pupils present brief reports ctivities which Soviet Union has carried ommunism in countries outside of Soviet nce and Italy, S.E. Asia, Japan, India, merica).

Seton - Watson, From Lenin to Khrushchev, chs. 15, 18; Swearer and Longaker, Contemp. Comm. pp. 246-66, 343-59, 370-74; Schwartz, Many Faces of Communism, pp. 54-65.

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Swearingen, World of Communism, pp. 178-182; Making Foreign Policy in a Nuclear Age, #2, pp. 43-48 (U.S. aid); Platig, U.S. and The Soviet Challenge, pp. 42-43; Schwartz, Red Pheonix, pp. 249-251, 260-262; Great Decisions 1964, pp. 77-78.

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"Teacher's Supplement to Unit on U.S.S.R."

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Mosely, Sov. Union Since Khrushchev, pp. 46-54 (outside of China), pp. 55-

S. Generalizes from data.

B. A review of Soviet policy decisions s
Influence of ideology as well as cons

om data.

B. A review of Soviet policy decisions shows the influence of ideology as well as considerations

or upon a report by the committee following Soviet foreign policy problems during the entire study of the U.S.S.R.)

64 (Chinese rift); S
bury, Sov. Union, ch
8-10; Swearer and Lo
Contemp. Comm., pp.

Now have pupils read further on the development of the rift and greater independence in Communist countries in fairly general terms. (Put off further study of the Soviet-Chinese rift until after pupils have studied China in more detail.)

Discuss: Why has the Soviet Union permitted greater independence in the satellites? What has led communist parties in Western Europe to become more independent? What effect do you think this breakup in a united front among communist countries might have upon Soviet foreign relations? Have pupils set up hypotheses which they can test as they study China and India later in the year and as they continue to follow current news about other trouble spots in the world.

Remind pupils that when they began the unit on the U.S.S.R. they discussed briefly the U.S.S.R.-Chinese dispute and how it might affect the U.S. They also discussed the question, "If you were president, how would you deal with the Soviet Union in the light of this conflict?" (See activity 19.) Now ask: Have you changed your minds at all? Why or why not? Do you think you have enough information as yet to come to any conclusions? If not, what other kinds of information might you like? (e.g. What information would you need to know about China before trying to make up your minds? What other information do you need to know about the dispute itself?) Point out that pupils will study such questions in more detail in the next unit.

32. Discuss: In terms of what you have now studied about Soviet foreign policy, what role does ideology seem to play in policy decisions? What other factors seem to be im-

Making Foreign Polic
Nuclear Age No. 2, P
Brzezinski, Sov. Uls

by the committee following Soviet for-
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64 (Chinese rift); Salis-
bury, Sov. Union, ch. 5,
8-10; Swearer and Longaker,
Contemp. Comm., pp. 336-342.

Making Foreign Policy in a
Nuclear Age No. 2, pp. 3-17;
Brzezinski, Sov. Bloc, esp.

4. IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION.

a. Foreign policy decisions are affected by ideology, considerations of national self-interest, perceptions of power relationships among countries, expectations about how other nations will act, and domestic problems at home.

b. Ideologies are important for the structure they give to the political system, the answers they give to ambiguous situations and the cues for responses they suggest.

5. Checks on the bias and competency of authors.

a. Ideologies affect people's perceptions of the facts.

6. Interprets cartoons.

of national interests, perceptions of po
relationships, expectations about how ot
nations will act, and domestic problems
home.

1. Marxian ideology affects the percept
of leaders about actions of capitali
countries, as well as long-range goa
the Soviet Union.

a. Marxian ideology establishes a lo
range goal of communist revolutio
other countries. It leads Soviet
to expect such revolutions in the
and to try to stimulate them.

b. Marxian ideology leads Soviet lea
expect capitalist countries to ac
certain ways in international aff

of national interests, perceptions of power relationships, expectations about how other nations will act, and domestic problems at home.

1. Marxian ideology affects the perceptions of leaders about actions of capitalist countries, as well as long-range goals of the Soviet Union.

   a. Marxian ideology establishes a long-range goal of communist revolutions in other countries. It leads Soviet leaders to expect such revolutions in the future and to try to stimulate them.

   b. Marxian ideology leads Soviet leaders to expect capitalist countries to act in certain ways in international affairs.

portant in policy decisions?

Now have pupils check their generalizations against those by authorities on Soviet foreign policy. Have pupils read different analyses of the role of ideology and other factors in shaping Soviet foreign policy. Discuss: How important is ideology in shaping foreign policy? Pupils should draw upon what they have just read as well as upon specific policy positions they have studied earlier.

pp. 386-95; Swearer Longaker, Contemp. pp. 202-215, 238-2 Sov. Union Today, Moore, Sov. Politi 17 (especially pp.

33. Have a student give a report on the account of U.S. history as it appeared in the recent encyclopedia in the U.S.S.R. He should pay particular attention to the Soviet account of events from the depression of the thirties until today. Afterwards, discuss: How did the author's ideology affect his perceptions of American actions?

A Soviet View of th can Past.

34. Project Soviet cartoons on the U.S. Discuss: What do these cartoons illustrate about the ideas which the Soviet government is trying to develop about the U.S.? What devices are used to put across these ideas?

Swearingen, What's Comrade?

icy decisions?

s check their generalizations against those on Soviet foreign policy. Have pupils analyses of the role of ideology and other oing Soviet foreign policy. Discuss: How deology in shaping foreign policy? Pupils on what they have just read as well as up- licy positions they have studied earlier.

pp. 386-95; Swearer and Longaker, Contemp. Communism, pp. 202-215, 238-242; Whiting, Sov. Union Today, p. 290; Moore, Sov. Politics, chs. 16-17 (especially pp. 391-394).

give a report on the account of U.S. his- eared in the recent encyclopedia in the hould pay particular attention to the So- events from the depression of the thir- ay. Afterwards, discuss: How did the ogy affect his perceptions of American ac-

A Soviet View of the American Past.

cartoons on the U.S. Discuss: What do illustrate about the ideas which the So- is trying to develop about the U.S.? e used to put across these ideas?

Swearingen, What's So Funny Comrade?

G. Foreign policy decisions are affected by ideology, considerations of national self-interest, perceptions of power relationships among couutries, expectations about how other nations will act, and domestic problems at home.

G. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the persons making the decisions.

G. Executive decisions are limited by many factors, including available time and permissibility.

G. Compromise is made easier where there is not an ideological perception of issues.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how

2. Whether the Soviet leaders have be
what cynical about Marxian ideolog
Soviet foreign policy is still aff
the ideology.

   a. The perceptions of Soviet leade
   still affected by the in-graine
   thinking in their youth.

   b. They have propagated the Marxia
   to such an extent that they wou
   trouble domestically if they co
   relate current policies to long
   ideological goals.

   c. They have trained subordinates
   ideology to such an extent that
   ordinates will provide them wit
   tion filtered through ideologic
   tions of Marxianism or to fit w
   ordinates believe leaders belie
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tations about how

2. Whether the Soviet leaders have become somewhat cynical about Marxian ideology or not, Soviet foreign policy is still affected by the ideology.

   a. The perceptions of Soviet leaders are still affected by the in-grained ways of thinking in their youth.

   b. They have propagated the Marxian ideas to such an extent that they would face trouble domestically if they could not relate current policies to long-range ideological goals.

   c. They have trained subordinates in the ideology to such an extent that these subordinates will provide them with information filtered through ideological perceptions of Marxianism or to fit what subordinates believe leaders believe or expect.

35. Read aloud brief quotations from Barghorn's analysis of Soviet images of the U.S. Discuss: To what extent do you think Soviet leaders hold these images? How would such images affect their policies? If they do not hold these images, but if other citizens do, will the images affect Soviet policies toward the U.S.?

Barghorn, Sov. Image U.S. or see excerpt ed., Transformation Society, pp. 574-587.

36. Have pupils read excerpts from Khrushchev's 1959 speech in which he discussed the world situation, and said that capitalist encirclement was no longer a problem. Discuss: How did Khrushchev explain the fact that the U.S.S.R. had not yet reached a stage of communism since it no longer had to fear capitalist encirclement? Tell pupils to look during the rest of the unit for indications of whether or not the Soviet leaders really believe that they no longer have anything to fear from capitalist countries.

"Selected Readings on Society."

Also discuss: How would ideology affect foreign policy decisions and statements of Soviet leaders even if they themselves no longer really believed in some of the Marxian doctrines? (Use the student who has read Brzezinski as a resource person on this question.)

37. Have pupils read excerpts from the 1961 Communist Party Program in the U.S.S.R. as it deals with the crisis in World Capitalism, the international movement, and possibilities of peaceful coexistence.

"Selected Readings on Society."

ef quotations from Barghorn's analysis of of the U.S. Discuss: To what extent do et leaders hold these images? How would fect their policies? If they do not hold but if other citizens do, will the images policies toward the U.S.?	Barghorn, Sov. Image of the U.S. or see excerpt in Black, ed., Transformation of Russ. Society, pp. 574-587.
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d excerpts from the 1961 Communist Party U.S.S.R. as it deals with the crisis in n, the international movement, and possi- ceful coexistence.	"Selected Readings on Soviet Society."

other nations will act, and domestic problems at home.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

G. The international system may be looked at as a series of power relationships.

G. Military capacity is an important factor in the development of national power, but not the only one or even the dominant one.

G. Military capacity as a means of national power depends on the willingness to use it.

G. Differences in population, resources, and economy may be reflected in differences in national power; that is to say, they are important bases or components of national power.

G The leader of an organization may attempt to maintain cohesion by focusing the attention of the group on external threats.

3. Like leaders of all nations, thos Soviet Union act in what they bel be the interests of their country they attempt to show that these i are not in conflict but rather su long-range goals of communism.

4. Like leaders of all nations, thos Soviet Union take into considerat perceptions of national power and in which other countries will act

5. Like leaders in all nations, thos Soviet Union consider domestic ma making foreign policy decisions. policy decisions have at times be up with the power struggle among leaders.

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population, resources,
be reflected in dif-
tional power; that is
re important bases or
national power.

an organization may
ntain cohesion by fo-
ention of the group
reats.

3. Like leaders of all nations, those in the Soviet Union act in what they believe to be the interests of their country. However, they attempt to show that these interests are not in conflict but rather support the long-range goals of communism.

4. Like leaders of all nations, those in the Soviet Union take into consideration their perceptions of national power and the ways in which other countries will act.

5. Like leaders in all nations, those in the Soviet Union consider domestic matters in making foreign policy decisions. Foreign policy decisions have at times been tied up with the power struggle among top Soviet leaders.

Discuss: How did the Communist Party leadership which wrote this program explain its current foreign policies in terms of Marxian ideology?

38. Point out that the class has now done more reading since it tried to identify factors other than ideology which affect foreign policy decisions in the U.S.S.R. Ask: In the light of what you have now read, how important would you say these other factors are? In what situations do they seem to have played particularly important roles?

G. Dictators may be aggressive in order to build or not lose support at home.

G. The decision-maker reacts to pressures from other decision-makers as well as from the outside.

G. The institutions of government constitute the arenas or the structure within which the authoritative decisions of the political process are made.

A. IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION.

6. Thus foreign policy decision-mak
Soviet Union is influenced by sim
of factors as is foreign policy
making in the U.S. However, the
of government means that decisio
in different ways.

G. Nations may pool their power behind common goals in varying systems of alliances and combinations.

G. Nations have at their command various instruments of national power and choice among them depends on the nature of the goal, its importance, the effectiveness of the means, its acceptability, etc.

A. IS SCEPTICAL OF SINGLE -FACTOR THEORIES OF CAUSATION.

S. Interprets cartoons.

C. The U.S. has countered Soviet polic
a number of ways. It has used fore
build up allies and win support in
tries. It has developed a system o
It has rebuilt its military strengt
had declined sharply after World
has developed a policy of containme
tary reaction to attempts at commun
overs, etc.

e aggressive in
or not lose support

ker reacts to pres-
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enas or the structure
e authoritative deci-
litical process are

SINGLE-FACTOR THEOR-
N.

l their power behind
in varying systems of
combinations.

t their command vari-
s of national power
ng them depends on
the goal, its impor-
ectiveness of the
eptability, etc.

SINGLE -FACTOR
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toons.

6. Thus foreign policy decision-making in the Soviet Union is influenced by similar kinds of factors as is foreign policy decision-making in the U.S. However, the structure of government means that decisions are made in different ways.

C. The U.S. has countered Soviet policy moves in a number of ways. It has used foreign aid to build up allies and win support in other countries. It has developed a system of alliances. It has rebuilt its military strength which had declined sharply after World War II. It has developed a policy of containment and military reaction to attempts at communist take-overs, etc.

39. Have a pupil report on the Headline Series booklet analysis of the process by which Soviet foreign policy is made and carried out as compared to the process by which American foreign policy is made.

    Discuss: How does the structural framework of the political system affect this process in each country? What are the advantages and disadvantages of the Soviet process as against that in this country?

Making Foreign Poli
Nuclear Age, No. 2.
25.

40. Have all pupils read brief descriptions of how the U.S. has tried to meet Soviet foreign policy challenges. List general approaches on board, with examples under each. (Draw upon discussion of Cold War incidents here.)

    Discuss: How do ideological factors mix with other factors in affecting U.S. policy decisions in our relations with the U.S.S.R.?

Scholastic Book Ser
Editors, The Soviet
Ch. 10; Great Decis
1964, pp. 82-91; Pl
and the Sov. Challe
11-13, 52-59; Mosel
Union Since Khrushc
73-76; Platig, The
World Affairs; U.S.
History textbooks,
Foreign Policy in a
Age, No. 2, pp. 37-

41. Project American cartoons about the Soviet Union. What do cartoonists try to get viewers to believe about Soviet Union? How? How would such beliefs affect ideas about foreign policy?

eport on the Headline Series booklet analy- cess by which Soviet foreign policy is made as compared to the process by which Amer- olicy is made.

loes the structural framework of the polit- fect this process in each country? What ages and disadvantages of the Soviet pro- that in this country?

Making Foreign Policy in a Nuclear Age, No. 2., pp. 19-25.

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lo ideological factors mix with other fac- ing U.S. policy decisions in our relations R.?

Scholastic Book Services Editors, The Soviet Union, Ch. 10; Great Decisions, 1964, pp. 82-91; Platig, U.S. and the Sov. Challenge, pp. 11-13, 52-59; Mosely, Sov. Union Since Khrushchev, pp. 73-76; Platig, The U.S. and World Affairs; U.S. and World History textbooks, Making Foreign Policy in a Nuclear Age, No. 2, pp. 37-60.

an cartoons about the Soviet Union. What do y to get viewers to believe about Soviet Un- would such beliefs affect ideas about for-

S. Checks on bias and competency of authors.

S. Checks on completeness of data.

A. EVALUATES SOURCES OF INFORMATION.

S. Generalizes from data.

G. Ideologies are important for the structure they give to the political system, the answers they give to ambiguous situations, and the cues for responses they suggest.

A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.

D. At the present time, the U.S. face of important policy decisions in with the Soviet Union. These dec be made intelligently without cons political, economic, and social s U.S.S.R., its foreign policy, and relations among communist countri

S. Checks on bias and competency of authors.

S. Identifies basic assumptions.

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nses they suggest.

OF RESPONSIBILITY
FORMED ABOUT CUR-

D. At the present time, the U.S. faces a number of important policy decisions in our relations with the Soviet Union. These decisions cannot be made intelligently without considering the political, economic, and social system of the U.S.S.R., its foreign policy, and the present relations among communist countries.

and competency of

ic assumptions.

42. Have a pupil read and compare for the class the following accounts of U.S. and Soviet work in underdeveloped countries of Asia: Lederer, A Nation of Sheep and Lederer and Burdick, The Ugly American (a novel) on American representatives and policies; Kaznacheev, Inside A Soviet Embassy on the work of Soviets in Burma. The student should evaluate the sources of information in terms of bias and competency and completeness of data.

Lederer, A Nation of
Lederer and Burdick,
Ugly American; Kazna
Inside a Soviet Emba

43. Have a pupil tell the class about the Foreign Policy Headline Series analysis of factors in the American national character which influence American foreign policy.

Discuss: Do you think this description is accurate of the American national character? of American history? Do you think these characteristics would really affect American foreign policy? How do these characteristics compare with those which you have read about the Soviets? What difference does it make to foreign policy?

Making Foreign Polic
Nuclear Age, No.3, p
36.

44. Have pupils list a series of specific issues which exist today between the Soviet Union and the U.S. Perhaps the committee which was set up to follow such news at the beginning of the study of the U.S.S.R. might role-play a briefing for new members of Congress or the President. Or pupils might follow the newspapers and news magazines for a week to identify the issues.

45. Have pupils read current articles in news magazines and magazines of opinion concerning policies which we should follow in our dealings with the Soviet Union (in general and on specific policies.) Have pupils examine these articles in terms of basic assumptions of authors, con-

Current news article
Platig, The U.S. and
Soviet Challenge, pp

ead and compare for the class the follow- F U.S. and Soviet work in underdeveloped ia: Lederer, A Nation of Sheep and Led- k, The Ugly American (a novel) on Ameri- ives and policies; Kaznacheev, Inside A on the work of Soviets in Burma. The stu- luate the sources of information in terms petency and completeness of data.

Lederer, A Nation of Sheep; Lederer and Burdick, The Ugly American; Kaznacheev, Inside a Soviet Embassy.

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Making Foreign Policy in a Nuclear Age, No.3, pp. 33-36.

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Current news articles. Platig, The U.S. and the Soviet Challenge, pp. 48-53.

S. Identifies logical falacies.

S. Checks for completeness of data.

S. Checks for consistency.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

A. IS SCEPTICAL OF PANACEAS.

S. Considers possible consequences of alternative courses of action.

sistency, completeness, bias, and logical arguments. Have several pupils read the analysis of pros and cons of general policies in Platig.

46. Have several pupils prepare written or oral mock interviews between an American reporter and Soviet leaders and the American Secretary of State about current issues or policies related to relations between the two countries.

47. Have a pupil tape a Radio-Moscow English language broadcast and play it or sections of it to the class. He should lead the class discussion on it in terms of purposes of broadcast, indications of Marxian ideology, attitudes shown about U.S., etc.

48. Have a group of students debate some current issue related to American policy toward the Soviet Union. Or have several groups debate different policies. Instead, you might prefer to have groups present panel discussions on these issues. (e.g. Have panels or debates on issues related to our policies toward Viet Nam, Berlin, etc.)

Or have a group of pupils role-play a meeting of the President's Cabinet or the National Security Council as they meet to discuss policy on specific issues.

Or quote recent speeches by Congressional or administration leaders on Soviet foreign policy or on our policy toward the Soviet Union. Have pupils discuss these stands.

A. IS SCEPTICAL OF PANACEAS.

A. VALUES OBJECTIVITY AND ORDER TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATIONS OF EVIDENCE.

S. Considers possible consequences of alternative courses of action.

49. Have pupils list a number of crisis situations related to the Cold War since Stalin's death. Now have them try to work out a balance sheet indicating success and failure of Soviet foreign policies in each case.

    Read aloud the Foreign Policy Headline Series description of the Soviet focus upon long-term goals and patience in the light of immediate frustration. Discuss: How do you think these successes and failures have affected Soviet foreign policy thus far ? Do you think they will affect Soviet policies in the future? Why or why not? In light of the Soviet focus upon long-range goals and Marxian expectations about what will happen to capitalism, do you think there is any quick way of ending Soviet-U.S. conflicts decisively? Why or why not?

Swearer and Longacker, temp. Comm., pp. 215-2 Making Foreign Policy Nuclear Age, No. 2, pp 39.

50. During the introduction to the entire unit on the U.S.S.R. pupils may have read Adlai Stevenson's remarks on the peril the U.S. faces if it does not decide to make the necessary sacrifices to meet Soviet competition. If so, have them re-read it at this time or at least review the ideas he presented. Then discuss: Have you changed your mind at all about Stevenson's statement? Why or why not?

51. Ask: Suppose the Soviet government were to become more democratic. What effect might this have upon Soviet foreign policy? Remind pupils that they have done some reading on this topic earlier. Have them spend more time now looking at various predictions of possible change or lack of change in the Soviet Union. Or have several pupils report on these predictions. Have pupils list some of the predictions on the chalkboard. Discuss: Which of these predictions do you think most likely? Why? What implications do you think each would have for the

e.g. Holt & Turner, S Union, last ch.; Inke & Gelger, Sov. Societ pp. 648-58; Conquest, sia After Khrushchev, 14-15, 17-18; L. Fisc New Russia, ch. 10; B and Ulam, eds., Patto of Government, pp. 64 649-650, 681, and Ch.

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Swearer and Longacker, Contemp. Comm., pp. 215-224; Making Foreign Policy in a Nuclear Age, No. 2, pp. 38-39.

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S. Having examined the causes of a problem, scrutinizes possible consequences of alternative courses of action, evaluates them in light of basic values, lists arguments for and against each proposal, and selects tentative courses of action which seem most likely to prove helpful in achieving desired goals.

A. IS SCEPTICAL OF PANACEAS.

G. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and not seen as related to other issues.

policies which the U.S. should adopt toward the Soviet Union? (e.g. What policies should we adopt in an attempt to bring about these changes, if we think we could help? What policies should we adopt if we think certain predictions are proving true?)

52. Now return to the possible alternative courses of broad policy action suggested during the introduction to the unit on the U.S.S.R. Have pupils list other possibilities too, in the light of their study. Have pupils return once more to the goals (that they listed at the beginning of the unit) for our relations with the U.S.S.R. Ask: Have you changed your minds at all about these goals? Do you wish to modify your statement of them?

Now have pupils list possible consequences of each course of action which has been suggested. What evidence do they have to support the likelihood that these consequences would follow? Pupils shoud consider all that they now know about the Soviet Union in trying to reach conclusions about these alternative courses of action. They should compare the possible consequences of each course with their own goals and values.

Finally, each student shoud prepare a paper in which he indicates which course or courses of action he would support tentatively, with the reasons for his choice. Afterwards, the class should discuss these conclusions. If pupils arrived at different conclusions, why did they do so? Are the differences due to differences in values? differences in predictions about possible consequences of alternatives, differences in assessment of U.S. resources? etc.

A. HAS A SENSE OF RESPONSIBILITY FOR TAKING INFORMED ACTION ABOUT PROBLEMS CONFRONTING THE NATION.

S. Generalizes from data.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

A. VALUES KNOWLEDGE FOR THE SAKE OF KNOWLEDGE, AS A MEANS OF HELPING MAN UNDERSTAND THE WORLD IN WHICH HE LIVES.

53. A student might write a letter to his congressman about any legislation related to our relations with the Soviet Union (including foreign aid legislation, military build-up, etc.).

54. Come back to the question raised at the beginning of this sub-unit. Now that you have studied U.S.-U.S.S.R. foreign relations, do you think that peaceful coexistence is possible between these two countries? Why or why not?

55. Give pupils any current or recent public opinion poll on our relations with the U.S.S.R. which appears during the year. Have pupils compare their attitudes with those of American people as a whole. If they differ, how can pupils account for the differences?

    Or give pupils the same pretest or attitudes scale administered at the beginning of their study of the U.S.S.R. Have pupils compare results. If attitudes have changed, discuss reasons for change.

56. Quote Thomas P. Whitney's assessment of how editors in the U.S. filtered the news which they printed about the Soviet Union while he was a news correspondent in the U.S.S.R. Ask: Why is it dangerous to have U.S. editors permit their bias to affect what news they print? Do you think that editors have been as guilty of this fault since Sputnick as when Whitney was describing affairs? What evidence do you have for your conclusion?

    Whitney, Russia in M p. 160.

57. Have pupils consider once again the amount and kind of help which they got from the different social sciences in their attempts to study foreign policy problems related to the U.S.S.R.

write a letter to his congressman about
related to our relations with the Soviet
g foreign aid legislation, military build-

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Whitney, Russia in My Life, p. 160.

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S.R.

A. BELIEVES THAT THE SOCIAL SCIENCES CAN CONTRIBUTE TO MEN'S WELFARE BY PROVIDING INFORMATION AND EXPLANATORY GENERALIZATIONS WHICH HELP THEM ACHIEVE THEIR GOALS.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

Also discuss: Are there other benefits gained from the work done by each kind of social scientist as he studies the Soviet Union. (e.g. Can we learn anything about cultural change or totalitarianism, etc. which has broader implications than just our relations with the Soviet Union?) Have pupils prepare a list of generalizations which they have developed from their study of the U.S.S.R. and which they think might have broader transfer value for studying other problems or areas of the world. Have pupils suggest concrete situations in which these might have value. Discuss: Can you be sure that these generalizations will hold true in another culture? Why or why not? What is the value of testing such generalizations in other cultures, past and present? Have you studied any other cultures in which you think these generalizations do hold true? in which you think they do not?

58. Give a unit test covering all of the work on the U.S.S.R. Discuss results in class.

59. Ask for volunteers for a follow-up committee to keep the class informed about new developments related to U.S.S.R.

60. Point out that class will study China next. What questions do they now have about China in the light of what they have just studied about the Soviet Union?

BIBLIOGRAPHY ON THE U.S.S.R.

Reading Level Key: ** Very easy reading for 11th grade students
* Easy reading for 11th grade students
Average reading difficulty for 11th grade students
Somewhat above average reading difficulty for 11th grade
For only very good 11th grade students

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Wittlin, Tadeuz. A Reluctant Traveler in Russia. New York: Rinehart, 1952. (A Pole taken prisoner at the outbreak of World War II, tells of his travels to several prisons and labor camps in the U.S.S.R.)

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Douglas, William O. Russian Journey. New York: Doubleday, 1956. (A member of the U.S. Supreme Court visited the Soviet Union in 1955 and analyzed what he saw there.)

Fischer, Louis. Russia Revisited. Garden City, New York: 1957. (An American correspondent who spent many years in Russia in the 1920's and 1930's revisited the Soviet Union in 1956 to find out what had happened since Stalin's death. He also tells the story of the satellite countries during revolts of the 1950's.

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3. Autobiography by Soviet author during post-Stalin thaw.

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B. Other Materials on the Political System

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Armstrong, John A. Ideology, Politics and Government in the Soviet Union, An Introduction. New York: Praeger, 1962. Paperback.

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